



Michigan Operating Engineers

Detroit Initiatives

March 12, 2015

The Michigan Operating Engineers remains committed to the economic resurgence of the City of Detroit. We are focused and highly involved in efforts aimed at community, economic, and workforce development in the city. My comments this morning will demonstrate the level of commitment and leadership that the Michigan Operating Engineers has demonstrated over the last several years to achieve real and substantial change in the City of Detroit.

Access for All

Access for All was created to identify and prepare Detroit residents for opportunities in the union construction industry. This very successful program is still in its infancy, and has been fostered and led by the Michigan Operating Engineers since its inception. With the support of a pilot grant provided by the Detroit Regional Workforce Fund, twenty-six Detroiters have been trained and placed into a career track. The entire union construction industry has embraced this program and together we are working toward the goal of sustainability. Contractors and their Associations, Trade Unions and their Apprenticeship Training Centers, Community Based Organizations and industry customers have all partnered together to develop and lift up Detroit residents, and we all share in the positive outcomes.

(Attachment A)

Partnership for Diversity and Opportunity in Transportation

The Partnership for Diversity and Opportunity in Transportation (The Partnership) consists of unions, businesses, and non-profit representatives, working collaboratively to enhance economic development within neighborhoods – which are directly impacted by major public works and transportation construction projects – by creating community benefits, business growth, job training and other opportunities. The Michigan Operating Engineers has been involved in this MDOT lead effort for more than four years and has taken a leadership role in the development of its programs. We have encouraged other trade unions to participate. Access for All is an outcome realized through this partnership and is supported by all of those involved.

In addition, access to understanding the opportunities available in the industry was identified as an impediment to Detroiters' success. To mitigate this problem, **MiRoad2Work.org** was developed and supported through a major grant from Michigan Operating Engineers. This support will allow MiRoad2Work.org to be maintained and refreshed for a three year period. **MiRoad2Work.org** was designed as a "one-stop shop" for information about apprenticeships, apprenticeship readiness services, and other business opportunities.

A. Phillip Randolph Career and Technical Center

A. Phillip Randolph is an underutilized jewel of the Detroit Public School system. A. Phillip Randolph is the DPS vocational school focused on construction careers. It is a school that has a capacity of more than 750 students, yet only 100 students were enrolled last year. Unfortunately many of those 100 students were not being adequately prepared for opportunities in the union construction industry. Their math and reading scores would not allow them to pass many of the entrance exams required to become an apprentice.

Under the leadership of the Michigan Operating Engineers, the problems and opportunities presented by A. Philip Randolph were discovered and analyzed by the unionized construction industry. Many hours have been spent developing a way for A. Phillip Randolph to meet its true potential and to prepare an adequate number of students who will benefit from the economic resurgence the City is beginning to realize.

The Michigan Operating Engineers will host a reception on March 12th, 2015 to announce the new leadership at Randolph, to reimagine career technical education, and for the unionized construction industry to forge a true partnership that will assure we achieve the desired outcomes moving forward.

(Attachment B)

Construction Science Expo

For the past four years the union construction industry and the engineering design industry have worked together, under the leadership of the Michigan Operating Engineers, to display the career opportunities that exist in our industries to students in Detroit. Each May, 800 – 1,000 students are exposed to the skilled trades and engineering industries at this event, and many are excited by what can be possible if they work hard in school.

(Attachment C)

DPS Board-Up Project

Faced with the safety issue of multiple abandoned DPS school buildings, Michigan Operating Engineer's leadership initiated and facilitated a relationship between DPS EM Jack Martin and Bricklayers Local 2. Their efforts led them to employ 24 City Connect students supplied by La SED and SER Metro in the successful blocking-up of Post Elementary and partial blocking-up of Dixon Elementary. This model program is being used as the basis for the continued effort this year as we work together with **David Manardo** and utilize 250 young adults to facilitate the blocking-and boarding-up of additional abandoned Detroit school buildings.

(Attachment D)

District Detroit

The Michigan Operating Engineers has been the lead labor organization at the table from day one, beginning in June 2014, and continues to participate today in developing strategies to identify, prepare, and enroll Detroiters' into the trades. Working with **Tom Lewand**, **Kirk Mayes** and more recently **Bryan Barnhill**, we have identified more than 6,600 Detroiters with interest in careers and training associated with construction of the District Detroit. DESC continues to process these residents for levels of preparedness. Michigan Operating Engineers has encouraged other trades to participate in the various career events, and representatives from nearly every apprenticeship training center participated in the event held at Cobo Hall on October 28th, 2014.

(Attachment E)

Coalition for Detroit Schoolchildren

The Michigan Operating Engineer's leadership has been recognized for efforts in preparing Detroit residents for opportunities in the industry and commitment to students, and participates as an advisory board member on the academic subcommittee for the **Coalition for Detroit Schoolchildren**. Michigan Operating Engineer's leadership has participated in weekly 3 hour meetings (4:00 p.m. – 7:00 p.m.) to assure that a focus is maintained on Career Technical Education. The Coalition's report is scheduled to be published at the end of March 2015.

Metropolitan Affairs Committee/SEMCOG

The Michigan Operating Engineers supports **Metropolitan Affairs Committee (MAC)** and holds a seat on the board. In this capacity, Michigan Operating Engineer's leadership has been involved in shaping policy that positively affects Detroit and the metropolitan area. Michigan Operating Engineer's focused involvement has been related to the workforce committee and the product of our efforts has been the development of essential work skills and a campaign to market the STEM and CTE career opportunities that exist to students.

(Attachment F)

In summary, we are informed, we are involved and in many situations we are leading the way as it relates to community, economic, and workforce development in the City of Detroit. We come to you today with a high level of understanding of the needs at it relates to this work and how it impacts the construction industry. Community, economic and workforce developed are interrelated and to assure long term sustainable success they need to be considered at the same time.

Attachment A

"START YOUR CAREER IN THE BUILDING TRADES NOW"

ACCESS for ALL

BUILDING AND CONSTRUCTION TRADES APPRENTICESHIP READINESS TRAINING FOR THE UNION CONSTRUCTION INDUSTRY

Now Enrolling Classes

Contact an Access for All Representative Today!

(313) 945-5200 Ext. 4317

Classroom/Worksite Training - 294 HOURS

**FOR MORE INFORMATION ABOUT
APPRENTICESHIP OPPORTUNITIES,
PLEASE VISIT MIROAD2WORK.ORG**



Minimum Program Requirements

- *Unemployed or Underemployed*
- Detroit Resident
- High School Diploma or GED
- 18 Years Old or Older
- Valid Michigan Drivers License
- Ability to Pass Drug Screen
- Subject to a Criminal Background Check
- Experience in the Building Trades a Plus
- *Minimum 10th grade Reading & Math required (determined by assessment)*



"This project was privately funded by a grant from the Detroit Regional Workforce Fund. The DRWF is operated by United Way for Southeastern Michigan and includes public and private investors: the Knight Foundation, the Kresge Foundation, Jobs for the Future and the U.S. Department of Labor, United Way for Southeastern Michigan, the W.K. Kellogg Foundation, the Skillman Foundation, Blue Cross Blue Shield of Michigan Foundation, the Detroit Economic Growth Corporation, JP Morgan Chase Global Philanthropy, and the Michigan Office of Urban and Metropolitan Initiatives."

Attachment B

The Unionized Construction Industry in partnership with Detroit Public Schools

Invite you and a guest to join us for

**An UPDATE on the Redesign of
DPS' Career and Technical
Education Programs and**

**A RECEPTION Introducing the
Dynamic New Leadership of the
District's Career and Technical
Education Centers**



**Thursday, March 12, 2015
4-6 p.m.**

**4:00 p.m. Tours
4:45 p.m. Program
5:15 p.m. Refreshments**

**A. Philip Randolph Career and Technical Education Center
17101 Hubbell • Detroit, MI**

RSVP by Friday • March 6, 2015 to MPajtas@324LMEC.org



Attachment C

CONSTRUCTION SCIENCE EXPO

When: May 19, 2015

Where: Michigan Science Center – 5020 John R, Detroit, MI 48202

Time: 9:00 a.m. – 2:00 p.m.

Over the past four years, close to 4,000 Detroit students (middle and early high school), who signed a pledge card to remain drug & violence free, have had an opportunity to experience careers that exist in the design and construction industry. In 2010, leaders of the industry realized with the loss of the YES Expo at Ford Field (returned to Ford Field in 2012), the students of Detroit schools had limited exposure to this industry. At the same time, statistics show that the number of students interested in pursuing careers in design and construction are waning. The lack of interest in these careers diminishes their desire to pursue and excel in math and science.

This 5th Annual Construction Science Expo will provide a hands-on, career-inspiring opportunity to students who qualify academically and pledge to be drug-free by exposing them to a future in engineering and skilled trades. Over 25 collaborating businesses representing skilled trades, engineering and construction management along with The Black Caucus Foundation of Detroit, various Detroit Schools and Michigan Science Center participate in this event. The Construction Science Expo is not a Job Fair, but an industry driven, hands-on showcase for Detroit students.

In addition to the sponsors listed below various engineering and construction companies along with the affiliated apprenticeship programs of the Detroit Building Trades will be providing the students a very valuable experience.

2015 Event Sponsors

The Black Caucus Foundation of Michigan

Michigan Department of Transportation

Detroit Public Schools

Michigan's Design and Construction Coalition

American Council of Engineering Companies of Michigan

American Society of Civil Engineers Michigan Section

Asphalt Pavement Association of Michigan

International Union of Operating Engineers Local 324

Michigan Concrete Association

Michigan Infrastructure & Transportation Association

Michigan Laborers-Employers Cooperation & Education Trust Funds

Michigan Society of Professional Engineers

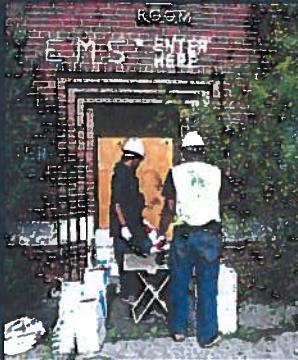
Attachment D

DPS
2014 Summer
Board-Up Project

Post Elementary



Post Elementary



Post Elementary



Post Elementary



Post Elementary



Post Elementary



Post Elementary



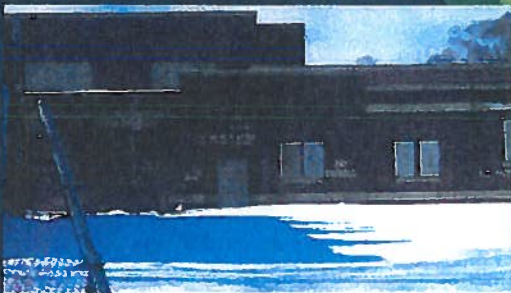
Post Elementary



Post Elementary



Post Elementary



Dixon Elementary



Dixon Elementary



Dixon Elementary



Dixon Elementary



Dixon Elementary

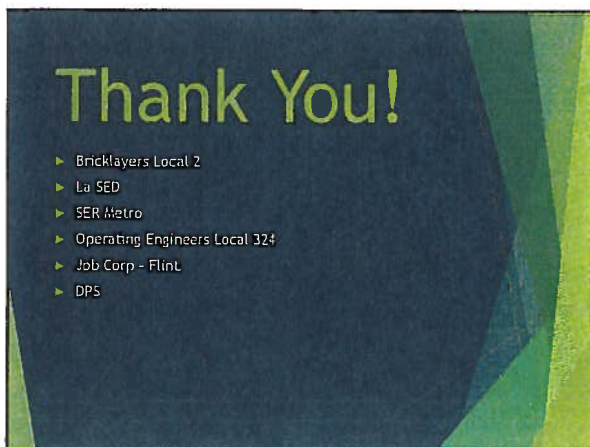
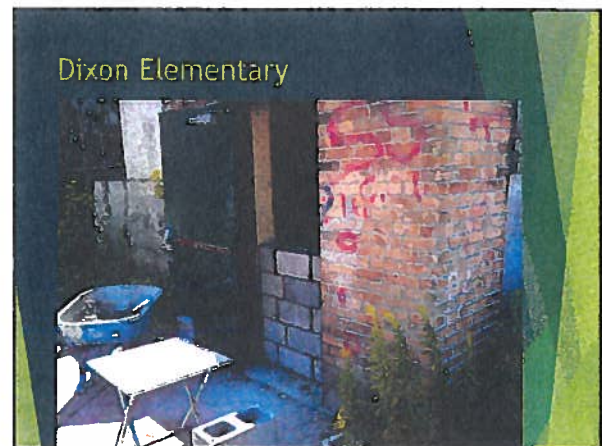
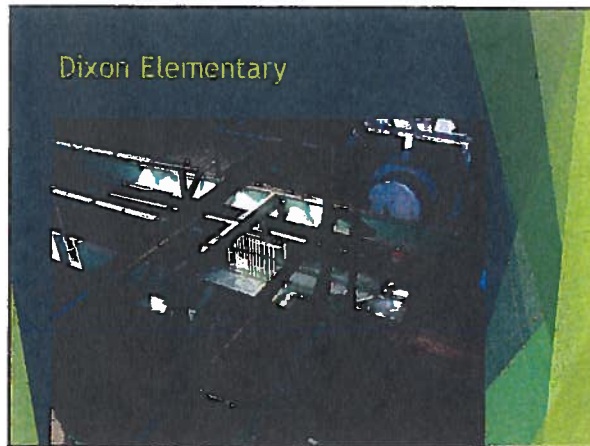


Dixon Elementary



Dixon Elementary





Attachment E



The District Detroit Comes to the Neighborhoods!

- Meet with Skilled Trades Associations
- Learn about training and financial aid programs available
- Get help with GED preparation and testing
- Improve your resume writing and interview skills
- Connect with resources for childcare, legal assistance and more...

One District. Many Opportunities.

The District Detroit will create a world-class sports and entertainment district in a 50-block area of the city where people will live, work and play in five separate, distinct neighborhoods. Olympia Development plans to achieve 30 percent Detroit business and 51 percent Detroit worker participation in construction of the District. From our aggressive participation goals to investment in training and apprenticeship programs, we are committed to ensuring that Detroiters have the resources and support they need to succeed.

SCHEDULE OF NEIGHBORHOOD MEETINGS

The time for all events will be as follows: 9:00 AM – 3:00 PM

February 18: Second Ebenezer Church, 14601 Dequindre, Detroit

March 18: Wayne County Community College—Eastern District, 5901 Conner, Detroit

March 26: Charles H Wright Museum of African American History, 315 E. Warren, Detroit

April 1: Greater Grace Temple, 23500 W. 7 Mile, Detroit

April 16: Don Bosco Hall, 19321 W. Chicago, Detroit

May 6: Patton Recreation Center, 2301 Woodmere, Detroit

May 14: Northwest Activity Center, 18100 Meyers, Detroit

DistrictDetroit.com/jobs

This event is help in partnership with the Downtown Development Authority (DDA), Barton Marlow/Hunt/White, A Joint Venture and Heritage Development Services.

Attachment F

SEMCOG/MAC STEM Careers and Skilled Trades Task Force Policy Recommendations

Goal of Recommendations: Address education, connectivity, and perception challenges related to STEM and skilled trades to ensure that students are exposed to a rich learning environment and are adequately prepared for post secondary career pathways in high demand technical fields.

Education Challenges

International benchmarking reveals that the US is losing ground to other nations in terms of education attainment. Many students are provided with limited exposure to different careers, and academic programs are lacking the rigor to prepare for post secondary education in STEM or skilled trades careers. Additionally, students do not gain practical knowledge of how subjects are applied in the real world.

Increasing student exposure to technical careers

- Emphasize creative ways to make STEM education more engaging.
- Expose students to careers throughout the K-12 experience – especially in middle school.
- Provide additional training and on-site experiences to counselors on work/career requirements and labor demands so they can better advise students on education requirements for different occupations.
- Schools should have an adequate number of counselors to provide required career guidance, support for Educational Development Plans, and meaningful exploration of career options.
- Encourage counselors to give students information on a variety of post-secondary opportunities including, but not limited to, four-year colleges.
- Provide more opportunities for electives so students can explore different educational options.
- Add an additional class with the purpose of exposing students to different career options through contextualized application of core academic content.
- Support the inclusion of certified career development facilitators (CDFs) in middle and high schools to conduct career exploration for each student.
- Provide an employer (business/skilled trades) career mentor program so students can have ready access to professionals and coaches in their areas of career interest while in school and upon graduation.
- Consider development of centralized career counseling centers at the district or regional level where counselors have the time, knowledge, and resources to provide career guidance to students and parents, provide school programming, and work with employers to develop partnerships.

Updating graduation requirements

- Support increased flexibility for graduation requirements, particularly in language and math, so students can meet Merit curriculum requirements through Career and Technical Education (CTE) programs.

- Revamp curriculum throughout K-12 to ensure graduating students have mastered competencies and have opportunities for electives in high school – especially year-long CTE programs and STEM initiatives.
- Require a career-focused class/series of classes for graduation.
- Require reading and math skills for graduation on par with the requirements of industry or skilled trades; provide students with test preparation to meet industry-specific testing standards.
- Encourage creation of career-themed academies in which core academic courses are integrated with CTE/STEM and taught in a contextualized manner.

Connectivity Challenges

For the most part, connectivity between education and employers is limited to career technical education (CTE) which results in many general education students not having the knowledge or skills required by employers.

Enhancing curriculum connectivity

- Provide students with opportunities to participate in workplace visits similar to “Take Your Kids to Work Days.”
- Document future employer needs and communicate these to education institutions to increase understanding of future job forecasts.
- Provide work readiness training in school or through extracurricular opportunities.
- Promote Career and Technical Education as providing a strong education foundation.
- Encourage dual enrollment to expose students to college-level course work and gain college credits.
- Develop more STEM-based middle colleges.
- Provide more application-based education/contextualized learning.
- Provide work-study and internship programs sponsored by employers to help students prepare for and gain entry into career fields.
- Minimize the gap between business/labor and academia through increased collaboration so curriculum more closely aligns with employer needs to better prepare the future workforce.

Addressing the cost of education

- Establish public-private partnerships and look for other creative ways to provide assistance to qualified students pursuing STEM careers and technical training in high-demand fields.
- Encourage recruitment and certification of CTE experts entering the teaching profession directly from industry in high-demand fields.
- Address adequate funding for CTE and STEM programs.

Providing high school work experience

- Provide job shadowing in industry to build experience and contacts with potential employers.
- Provide incentives for employers to hire apprentices and interns.
- Encourage more employer sponsorship of students.
- Partner with labor organizations to expand access to apprenticeships, including more “School to Registered Apprenticeship” (STRA) programs.

Perception Challenges

STEM education is foundational to pursuing a skilled trades or STEM career. Both STEM and skilled trades suffer perception issues which must be overcome for students to understand and to pursue the path that meets their interests and aptitudes. For example, there are general perceptions that skilled trades are for students who are not college-bound; that working conditions are less than ideal; and salaries cannot support a good standard of living. STEM suffers from the perception that it is too difficult, not exciting, and expensive to pursue.

Overcoming perception challenges

- Encourage counselors to break down perception barriers with relevant data about different career opportunities.
- Educate counselors on the benefits of employer-sponsored programs so they can raise student awareness of post-secondary training opportunities (apprenticeships, etc.).
- Partner with intermediate and local school districts, employers, corporations, labor, and industry associations to promote and recruit students, and expose them to real workplaces in order to change the image/narrative of skilled trade career paths.
- Engage the print and broadcast media to communicate with students and parents about STEM and skilled trades to increase awareness of opportunities, recruit students, and dispel myths.
- Include labor organizations and apprenticeship programs as regular participants in “college nights” and similar post-secondary recruiting events.

Attachment H

Operating Engineers Local 324 Journeyman & Apprentice Training Fund, Inc.



Applications for apprenticeship will be available for qualified applicants at the locations listed below for the following classifications, dates and times ONLY:

HEAVY EQUIPMENT OPERATOR "OR" HEAVY EQUIPMENT TECHNICIAN/MECANIC

Thursday, June 4, 2015 • Friday, June 5, 2015

Between the Hours of: 9:00 am - 12:00 pm AND 2:00 pm - 5:00 pm

APPLICATIONS ARE "LIMITED" & WILL BE GIVEN OUT ON A FIRST-COME, FIRST-SERVE BASIS FOR THE DESIGNATED TIMES LISTED ABOVE ONLY

PICK UP LOCATIONS:

**Operating Engineers Local 324 JATF, Inc. – Howell
275 East Highland, Howell, MI 48843**

➤

**Operating Engineers Local 324 – Grand Rapids
2935 Buchanan Avenue S.W., Suite 2, Wyoming, MI 49548**

➤

**Operating Engineers Local 324 – Marquette
2552 Highway 41 West, Suite 200, Marquette, MI 49855**

➤

**Operating Engineers Local 324 – Grayling
1305 I-75 Business Loop, Grayling, MI 49738**

➤

**Operating Engineers Local 324 – Detroit
1550 Howard Street, Detroit, MI 48216**

QUESTIONS ONLY (888) 256-9610

QUALIFICATIONS:

AGE Age of 18 years or older at the time of application.

EDUCATION Must be a high school graduate or possess a GED Certificate at the time of application.

RESIDENCY United States Citizen or Legal Immigrant, residing in the State of Michigan.

PHYSICAL FITNESS Physically able to perform the work of the trade, and willing to take a physical.

DRUG SCREENING If selected for training, must meet drug screening requirements.

TESTING A written aptitude test will be scheduled for all applicants who return a completed application and the required supportive documents.

MANDATORY You must present your valid Michigan Driver's License in order to receive an application.

OTHER REQUIREMENTS Reliable transportation is required as you must be willing to travel to job assignments throughout the State of Michigan.

PERSON APPLYING MUST PICK UP THE APPLICATION AND CHOOSE BETWEEN OPERATOR OR MECHANIC

The term of Apprenticeship shall be a minimum of three (3) years and 6,000 hours for a Heavy Equipment Operator and four (4) years and 8,000 hours for a Heavy Equipment Technician/Mechanic, which entails both supervised work experience and related school instruction.

-Lee Graham, Training Coordinator